Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here.
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*[received stamp]* 2016 MAR 25 AM 11: 37 Received Texas Education Agency Document Control Center
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Longview ISD	092903		
Vendor ID #	**ESC Region #**		**DUNS #**
75-600-1977	7		010476513

Mailing address		City	State	ZIP Code
1301 E. Young St.		Longview	TX	75602

Primary Contact

First name	M.I.	Last name	Title
Melanie		Pondant	Curriculum Director Secondary
Telephone #	**Email address**		**FAX #**
903-381-2253	mpondant@lisd.org		903-236-3696

Secondary Contact

First name	M.I.	Last name	Title
Sherry		Broadwater	Federal Programs
Telephone #	**Email address**		**FAX #**
903-381-2260	Sbroadwater@lisd.org		903-236-3696

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
James	E	Wilcox	Superintendent
Telephone #	Email address		FAX #
903-381-2219	jewilcox@lisd.org		903-236-3696
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-16-102-016

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01/16	End date (MM/DD): 08/31/17

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☒

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 092903	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID: 092903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment

County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Longview Independent School District is a diverse district that serves approximately 8,700 students in East Texas. LISD is among the few U.S. districts to offer the esteemed International Baccalaureate Programme. LISD also offers the Montessori program for some of our younger students, and dual college credit courses for our high school students. We are an academically acceptable school district, with one campus, Hudson PEP, receiving Exemplary status for more than 10 consecutive years. However, for the past 8 years there has been a significant increase in Hispanic and LEP students. This change has had a negative result in attendance rates, STAAR scores, and completion rates. African American students maintain a large achievement gap as compared to the Anglo American students. The Student Performance and Accountability department maintains a high level of integrity in the administration of assessments, research-based practices, program evaluation, and accountability reporting. Their purpose is to enhance student learning and performance by providing the tools necessary to transform the District from one that is "data rich, information poor" to a "data-driven, decision-making organization.

It has become apparent that majority of the parents of students at-need are unable to make the time and/or use utilize resources to assist their children. The goal of the district is to provide an after school program with a true sense of community and flexibility that allows each child to have individualized support and enriched academic opportunities.

The proposed Community Learning Center program will strengthen and enhance the academic, physical, and psychological development of its students in a safe and nurturing environment. Proposed activity goals will be to:

- "Provide opportunities for academic enrichment, including tutorial services to help students, particularly Hispanic, LEP and African American students, to meet state and local student academic achievement standards in the core academic subjects of mathematics, reading, science, and social studies.

- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students.

- Offer families of students served by community learning centers opportunities for literacy and related educational development. These services can be provided during or after school hours (including summers)."

LISD 21st CCLC will serve approximately 1075 students at 4 sites in the district. The campus locations have been identified as having the highest at-risk, low socio-economic, and minority populations. This will include **three** middle school sites(6-8) with five elementary feeder schools(4-5); and **one** high school site(9-10) with an additional feeder school. Students will travel by bus from the feeder schools to the main site and have less than 15 minutes with the average travel time under 10 minutes for each site. Activities in these programs will be intentionally developed to improve academic performance, attendance, student behavior, promotion, and graduation rates. While the middle and elementary students will be programming on the same sites; students will be divided into appropriate age divisions and have classes in different sections of the school building. Additionally, the high school programs will be served in a variety of ways and will target minority, at-risk students. The schedule will include one hour of academic accerlation/tutorials and two hours of enrichment. Tutorials will include college test preparation (ACT and TSI), homework assistance, and core class assistance. Enrichment activities will include technology, TSA robotics, computer programming, coding, fine arts, ceramics, music (guitar), painting, fitness, dance, yoga, and self defense courses. LISD will also partner with the LeTourneau University in conjunction with their summer programs which are geared to students from 1st through 12th grades. Activities will include jewelry making, drone design and construction, and Lego Mindstorm Robotics.

Each Center will have a certified principal as their Project Director with an extensive background in PBL/STEM fields.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

All Site Coordinators will have principal certification to assure school and district buy-in and equal status on campus. Site Coordinators will attend campus meetings, recruit students, oversee the program and work with teachers to identify students at need. This structure will allow the Community Learning Center to focus on improving student behaviors and academic productivity. The program will also utilize teachers, college students, and community members to provide academic enrichment and accelerated instruction in a highly engaging environment.

As adopted by the UT Tyler ACE Program, each day during the school year, the program will spend its first session focused on completing homework and academic interventions. The remaining sessions will focus on academic enrichment activities that include recreation, arts, youth development, mentoring, college and career readiness, and STEM related activities.

The CCLC will provide Family and Parental Support Services for immediate family members. Those services will include ESL and GED courses, parent training in post secondary options; as well as strategies for promoting high expectations and effective study habits. Students and families will be surveyed at least twice a year to encourage them to be a part of the selection process. The Family Engagement Specialist, PD, and SC will work to establish a Community Advisory Council to ensure collaboration, partnership, and community support between stakeholders and the program. The FES will host monthly meetings to provide updates, coordinate resources, and evaluate program effectiveness. Students will be given voice in enrichment opportunities with a twice a year survey. Enrichment programs will be built around student choice. The Community Learning Center will endeavor to create and oversee as many STEM and hands on engaging enrichment activities as possible.

The LISD will immediately create a Community Advisory Council upon award of grant to solicit community and business advice and to search opportunity from area businesses.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 092903	Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$1,201,750	$	$1,201,750
Schedule #8	Professional and Contracted Services (6200)	6200	$	$12,000	$12,000
Schedule #9	Supplies and Materials (6300)	6300	$200,000	$	$200,000
Schedule #10	Other Operating Costs (6400)	6400	$85,000	$	$85,000
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes **X** No	
	Total direct costs:		$1,486,750	$12,000	$1,498,750
	Percentage% <u>indirect costs</u> (see note):		N/A	$66,250	$66,250
	Grand total of budgeted costs (add all entries in each column):		**$1,486,750**	**$78,250**	**$1,565,000**

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	$	$	$

Administrative Cost Calculation

Enter the total grant amount requested:	$1,565,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$78,250

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 092903		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1	Teacher			$
2	Educational aide			$
3	Tutor		30	$300,000
Program Management and Administration			
4	Project director (required)	1		$70,000
5	Site coordinator (required)	4		$220,000
6	Family engagement specialist (required)	1		$52,000
7	Secretary/administrative assistant		1	$20,000
8	Data entry clerk			$
9	Grant accountant/bookkeeper			$
10	Evaluator/evaluation specialist			$
Auxiliary			
11	Counselor			$
12	Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant			$
14	ESC coordinator/manager/supervisor			$
15	ESC support staff			$
16	ESC other			$
17	ESC other			$
18	ESC other			$
Other Employee Positions			
19	Familily Liaisaon		4	$20,000
20	Title			$
21	Title			$
22		Subtotal employee costs:		$682,000
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay			$
24	6119	Professional staff extra-duty pay			$462,450
25	6121	Support staff extra-duty pay			$
26	6140	Employee benefits			$57,300
27	61XX	Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs			$519,750
29	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,201,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 092903	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	External evaluator	$12,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$12,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$12,000
	(Sum of lines a, b, and c) Grand total	$12,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 092903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$200,000
	Grand total:	**$200,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Changes on this page have been confirmed with:	On this date:
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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 092903	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$5000
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$80,000
	Grand total:	$85,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 092903		Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			**8,746**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	982	37.1%	Attendance rate	95.9%
Hispanic	1129	42.7%	Annual dropout rate (Gr 9-12)	.05%
White	505	19.1%	Students taking the ACT and/or SAT	44%
Asian	30	1.1%	Average SAT score (number value, not a percentage)	1390 (2015)
Economically disadvantaged	2054	74.2	Average ACT score (number value, not a percentage)	19.6 (2015)
Limited English proficient (LEP)	556	20.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	59.9%
Disciplinary placements	81	5.2%		

Comments

Since 2008 LISD demographics have shifted from 46% African-American to 36% African-American—a decrease of 10%, while Hispanic populations have risen from 29% to 38%. During this time the white demographic has remained stable. LEP students have risen from 14% to 18% of the District's population. The percentage of economically disadvantaged students has risen from 66% to 72% and the At-Risk population has risen 4 points from 49% to 53%. This change in demographics with the rise in Hispanic populations has resulted in a shifting in priorities in order to serve the needs of all students in the District.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	52	30%	No degree	0	0%
Hispanic	17	9.1%	Bachelor's degree	144	77.4%
White	117	62.9%	Master's degree	42	22.6%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	70	37.6%	Avg. salary, 1-5 years exp.	42,436	N/A
6-10 years exp.	40	21.5%	Avg. salary, 6-10 years exp.	44,890	N/A
11-20 years exp.	41	22.0%	Avg. salary, 11-20 years exp.	48,555	N/A
Over 20 years exp.	35	18.8%	Avg. salary, over 20 years exp.	54,644	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																

County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public						175	175	191	192	192	75	75			1075
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:						175	175	191	192	192	75	75			1075

Schedule #13—Needs Assessment	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Longview ISD currently has an enrollment of 8,746 students. Since 2008 Longview Independent School District has seen a shift in demographics with a significant rise in Hispanic and LEP students.

	African-Amer.	White	Hispanic	LEP	Econ-Disad	At-Risk	Disciplinary Placements
2008	46%	23%	29%	14%	66%	49%	170
2015	36%	24%	38%	18%	72%	53%	126

This shift has resulted in lower attendance rates in African American (95.65%) and Hispanic(96.2%) students; and depressed STAAR scores amongst Hispanic students—especially in reading and English. Completion rates are also lower for non-English speaking students. Gaps also remain between African-American students, as compared to white students especially in mathematics STAAR and EOC scores, English and reading scores, attendance to Institutions of higher learning, and both groups of students have discipline outcomes at a higher rate than white students.

District personnel, examining PEIMS data, STAAR scores, attendance and completion rates, ACT and SAT scores, and application rates to IHEs have determined that many of the gaps occurring between minority and at-risk students, when compared to those of white students, begin at home. Increasing the availability to after school programs for both students and their parents will address many of these gaps—as it is very difficult to address many of these gaps without the involvement of the parents on a regular and recurring basis. In addition, too many interactions between teachers and administrators with the parents of these students take place in a negative atmosphere, i.e. interactions involving disciplinary procedures rather than the more positive and encouraging atmosphere that should exist between all educators with the parents and children attending educational facilities.

It is very difficult for the parents of these at-need students to have the time (or the information) to make decisions in the best interest of their children. The availability of after-school programs offering flexible hours and close-proximity locations is often problematic for over burdened school districts. The District's goal is to establish a true community-oriented series of after school programs located on the various campuses of the elementary and middle feeder schools to the two Longview High School campuses. These campus locations have been identified as having the highest at-risk, low socio-economic, and minority populations. Placing the programs at these locations will provide an additional platform to address the gaps and needs of these students.

Each campus will establish an Community Advisory Council, overseen by the campus principal and the designated CCLC campus coordinator to address individual campus issues as regards to closing these gaps. The CCLCs will address transportation and scheduling issues to maximize parent and student participation. They will also develop individualized progression plans for each student and through the plans, follow the progress of each students from grades and attendance to progress on State Assessments with the end goal of increasing completion rates and application rates to Institutions of Higher Learning.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Bridging gaps--The growth of Hispanic and LEP students in district resulted in a significant decrease in STAAR performance in English and reading. African American students continue to score well below their peers in mathematics.	After school programs will be established at each of the middle, and one high school campus. The schedule will include one hour of academic acceleration/tutorials followed by two hours of enrichment courses. These programs will include, but not be limited to, tutorial sessions for at-need students, in reading, English, and mathematics, providing assistance services to parents with low English proficiencies. Students and parents will also receive assistance with college entrance exams such as TSI, ACT, and SAT in addition to receiving career and counseling services all targeted to meet Texas College and Career Readiness Standards.
2.	Low enrollment to Institutions of Higher Learning by African-American and Hispanic students	The District has a State Designated Early College High School on the LHS campus. The targeted students are minority, At-Risk students. The after school CCLC would target these and other students to offer additional tutorial assistance in addition to assistance in both applying to IHEs and help with financial forms such as FAFSA, ACT, TSI, and SAT test prep assistance will also be offered.
3.	Low community involvement by parents of Hispanic, LEP, and at-risk students	The Community Learning Centers will provide an open and welcoming environment to parents with low English proficiencies to assist them in navigating the requirements and goals of public education. Parents with low English proficiencies will receive assistance in understanding curriculum goals, TEKS, and how to help and encourage their children with homework and school work. Evening care for small children is planned for some locations.
4.	Percentage of instructional staff unable to speak Spanish	LISD currently has Rosetta Stone Spanish to English software available to parents/students and will be purchasing more to accomdate the new program. Going further than encouraging teachers to obtain ESL certifications, language software, such as Rosetta Stone, will be purchased for each campus and teachers will have the opportunity to use the software to gain proficiency in Spanish. Teachers attaining benchmarked progress on language acquisition and LEP certification will receive addendums to their ratings under the Texas Teacher Evaluation and Support System (T-TESS).
5.	Drop-out rate and absenteeism by minority, at-risk, and low socio-economic students	The extra assistance provided to the targeted students, coupled with increased communication with and participation of the students' parents in the after school programs should result in a decrease in non-completion rates and absenteeism.

Schedule #14—Management Plan		

County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director is a full-time (40 hours per week) position. The Project Director is a fully certified administrator with a background in STEM related fields, with successful experience in STEM, Professional development and Project Based Learning (PBL).
2.	Site Coordinator(s)	The Site Coordinators are full-time (40 hours per week) positions. The Site Coordinators are fully certified administrators or seeking certification, with successful experience in Project Based Learning, STEM education, Professional Development, Technology integration and campus or district-level administration
3.	Family Engagement Specialist	The Family Engagement Specialist is a full-time (40 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.
4.	Evaluator	LISD university has no formal policy on how to select external evaluator. LISD will contract with University of Texas at Tyler for an evaluator.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Staffing	1.	Idenitfy external evaluator	08/01/2016	08/31/2016
		2.	Hire Project manager	08/01/2016	08/15/2016
		3.	Hire Site coordinators	08/01/2016	08/15/2016
		4.	Hire Family Engagement Specialist	08/01/2016	08/15/2016
		5.	Identify and hire college students, tutors etc.	08/01/2016	05/31/2017
2.	Training	1.	Train Site coordinators in policies and procedures	08/01/2016	08/31/2016
		2.	Train student interns, tutors	08/01/2016	05/31/2017
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Enrollment	1.	Work with campuses to enroll students into program	08/01/2016	05/31/2017
		2.	Survey student interests	08/01/2016	05/31/2017
		3.	Develop menu of offerings	08/01/2016	05/31/2017
		4.	Enroll parents into family offerings	08/01/2016	05/31/2017
		5.	Identify parent liaison on each campus	09/01/2016	09/30/2016
4.	Supplies and Materials	1.	Identify supplies needed for start up	08/01/2016	08/15/2016
		2.	Identify equipment needed for start up	08/01/2016	08/15/2016
		3.	Maintain consumables	08/01/2016	05/31/2017
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation	1.	Work with evaluator to identify targets	09/01/2016	05/31/2017
		2.	Meet with evaluator quarterly	09/01/2016	07/25/2017
		3.	Approve draft of final evaluation	07/15/2017	07/25/2017
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Central Office Leadership Team (COLT), consisting of the District Superintendent, Assistant Superintendents of Finance, Curriculum, Student Services, Human Resources, and Secondary Schools, meet twice monthly to review and monitor all district programs. The Curriculum Department will be directly in charge of the program. The Curriculum Director (CD), will be the main point of contact for the program. The CD will work directly with the Campus Principals and campus CCLC coordinators (Bramlette, Everhart, Ware, Johnston-McQueen and South Ward Elementary Schools; Judson and Forrest Park Middle Schools; Longview High School and Longview Early Graduation High School) in regard to each campus's areas of program responsibility. In addition, each campus will have review committees made up of campus leadership, community members and business leaders, and other involved stake-holders to monitor and make recommendations for further program improvement. Members of each campus committee will serve on the District 21st Century Community Learning Centers (CCLC) Committee.

The campus and district committees will monitor student (and parent) attendance, grades, Common Assessment results, and State Assessment scores of those students participating in the Community Learning Centers. Each campus will institute an individualized student growth plan—the results of which will be reviewed by the campus CCLC.

District personnel, campus principals, and program stakeholders will continue to monitor program results and rate of closure in regard to achievement gaps. The importance of individualized campus needs calls for a bottom up approach. Recommendations from each campus committee in regards to program adjustments and improvements will be forwarded to the District committee for action.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has the following programs in place that address some of the needs cited in this application, but do not approach the systemic means necessary to make significant progress in closing the noted achievement gaps.

Longview High School is a State-designated Early College High School and also a designated STEM School. The targeted populations for this program are minority students, low socio-economic, and at-risk students, but quite often the achievement gaps develop early in a student's academic career and only grow larger as the student approaches secondary school. Targeting students beginning in the fourth grades (and upwards) will bring interventions when and where needed rather than waiting until the student reaches high school where it is often too little and too late.

The District also has a program for Newcomers, i.e. students with limited English proficiencies. This has become a growing issue in Longview as the Hispanic population continues to increase in size. The Newcomers program does address student and parental issues but is not wide spread nor consistent throughout the district as it is currently focusing on students at the high school level and at the Judson Middle School campus. Students in the program are issued laptop computers with Rosetta Stone language software and educational software installed. Under the new CCLCs program gap and student achievement issues will be addressed much sooner and in an environment more suited to individualized needs.

Longview ISD is committed to serving all students and will provide both funding and leadership to sustain its efforts in teaching all children. The district currently has a healthy fund balance and the Board of Trustees have demonstrated their commitment to do what is necessary to further the education of all LISD students.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 092903		Amendment # (for amendments only):	

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Quantitative/TX21st Data Collection	1.	Core (Math, Reading, Science, Social Studies) GPA change over academic year
		2.	Number of activities
		3.	Student enrollment and attendance at each site
2.	Quantitative/Additional TEA Data	1.	Non-criminal referrals from fall to spring
		2.	Days absent from fall to spring
		3.	State assessment results
3.	Quantitative/Programmatic	1.	Staff training (number and participation)
		2.	Staff meetings
		3.	Parent meetings and events
4.	Qualitative/Site Visits	1.	Site Visit
		2.	Program Director Interview
		3.	Site Coordinator Interview
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be analyzed for changes from fall to spring for Core GPA change, number of activities offered at each site, student enrollment and attendance at each site, as well as non-criminal referrals and days absent.

Additionally, programmatic data will be kept by the Site Coordinators including number and participation of staff trainings and staff meetings. Additionally, parent meetings and events, as well as partnerships and other funding sources will be collected and transferred to the evaluator.

Qualitative data (including site visits and interviews of the Project Director(s) and Site Coordinators) will be taken directly by the external evaluator. Site visits will be conducted twice during the year (once during the fall semester and once during the spring). During each site visit, the evaluator will assess staffing information, partnerships and other funding sources. Interviews with the Project Director and Site Coordinators will be conducted during the spring site visit.

A final report for the project will be written in June and presented to the Project Director in early July. In the report, the evaluator will use the tools provided to produce an honest assessment of the program. Recommendations will be made at both the programmatic and site levels. This report will also be submitted electronically to TEA by July 31st.

Site evaluations will be on file at each Site for parental review.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The specific activites to be funded are the academic remediation and or tutorials designed around student needs and administered by certified teachers, or local college students who have proficiency in selected areas. LISD will take on the responsibility of safely transporting students from the feeder school to the main site; and from the site to their homes each day.

The activities will be based around the needs identified by the campus' respective stakeholder needs assessments. As needs have been identified in each area of the Texas ACE Four-Component Activity Guide, activities will be designed to address each of these needs. Based on these needs activities will include, but not be limited to, academic skill development, academic intervention, student engagement, computer and technology literacy, accelerated instruction in reading and English, cultural awareness, college and career readiness, and leadership training, as well as opportunities for enrichment in fine arts and unique physical activities. In addition to these student activities, we will provide adult education activities including, but not limited to: Adult Literacy, using technology, English as a Second Language.

Transportation to and from the Center will be offered to all students served by the 21st CCLC. Longview ISD will utilize 21st CCLC funds to provide transportation to students involved in Center activities to the main site and home during the regular school year and summer.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD will develop a variety of informational materials designed to meet the diverse needs of the communities in which the Community Learning Centers operate. The communities are made up of individuals with varying levels of educational backgrounds and language preference. Each center will create a webpage on the district site to advertise the program and provide updates on course offerings and upcoming events.

LISD will seek staff members who are fluent speakers and writers of Spanish. The bulk of the disseminated information will be made available in both English and Spanish. Materials will detail elements of the Center such as: location, hours of operation, available activities, contact information and information on how community members and parents can participate as stakeholders and participants. LISD will distribute this information through a variety of channels, including printed materials, electronic materials (websites and email distribution lists) and the local media. The Family Engagement Specialist will also host meetings at the school and at local community organization locations to help disseminate information and garner support and participation.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All center activities will be based around the Texas ACE Four Component Activity Guide. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data. Center personnel will review student performance data and design activities to address standards of greatest need. Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills in context. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest. Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness. Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District will coordinate with the various state and local agencies at the District level and communicate with the individual campus CCLCs. Targeted agencies are the Communities in Schools program, the State Child Protective Services (CPS), County Judicial Court Services (JDC), the Longview Economic Development Corporation (LEDCO), Institutions of Higher Learning such as Kilgore College and LeTourneau University, and the UT-Tyler Ingenuity Center to maximize student/parent participation and address individual needs.

Where overlap occurs between in-District programs, Program Director for the CCLCs will coordinate with the various entities to ensure best use of available resources.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(1)Each Center will utilize a variety of objective data sources to design and implement Center activities. Site Coordinators and teachers will use the districts' data analysis software system to analyze student performance data at the campus, teacher and student level. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Data from these systems are disaggregated from numerous sources, including state STAAR tests, district benchmarking tests, curriculum assessments and teacher-developed assessments. Teachers and Center personnel will also evaluate state TAPR reports such as completion rates, attendance rates, drop-out rates, and demographics to ensure that Center activities are meeting the needs of the students. In addition to TAPR data, Center personnel will use the districts' student management systems to evaluate ongoing attendance and discipline data. We will also regularly conduct student interest surveys and parental interest surveys.

(2) Teachers/tutors will use the performance data discussed in the previous section to identify areas of need as well as opportunities to build on student successes. Center activities will include opportunities for students to present their work to peers, teachers, parents, and community members, aligning with the cross-disciplinary standards of College and Career Readiness standards. In order to foster 21st century skills, LISD will adopt strategies used from The University of Texas at Tyler, Ingenuity Center. Some activities will incorporate a PBL (Project Based Lesson) component to differentiate from instruction in regular classroom. PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students.(Boaler, 2002; Penuel & Means, 2000) Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations.(Finkelstein et al., 2010).

(3) Each Site Coordinator on its perspective campus has acess to several data sources that are used to evaluate student progress. The DMAC district system include student grades, attendance, discipline, extra curricular, and demographic reports. This data is updated and made available each six weeks and is continuously momitored by the Site Coordinator each term. Student data is also discussed in team meetings and with campus administrators and specialists.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity. x **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Longview ISD has developed longstanding partnerships with the local universities in the area that provide resources for the school district, which include, Kilgore College, Letourneau University, and the University of Texas at Tyler. Other community based organizations afflicated with LISD are My Brother's Keeper, Hope For Youth, and Paisanos of East Texas. These organizations support the 21st CCLC principles by providing additional mentorship, outreach events, camps and retreats, volunteer opportunities, and college and career preparatory programs for high school students. Similar to the 21st CCLC these organizations create avtivities and offer opportunities that will help increase student attendane and decrease the amount of drop out rates and discipline infractions. Community organizations such as Longview Chapter of NAACP and and Paisanos of East Texas target African American and Hispanic students in hopes of providing educational support and increasing cultural awareness.

LISD will secure a signed Memorandum of Understanding (MOU) with the University of Texas at Tyler. The MOU will come up for renewal annually and will be amended to reflect the additional services the University of Texas at Tyler will provide. The MOU will include the agreement on content coaching, professional development, and technical assistance.

Site Coordinators will serve on the Community Advisory Council. The professional development offered to the Site Coordinators and ACE program teachers will be aligned with the curricula of the school to ensure increased student success. We believe in providing professional development that is "just-in-time" and immediately applicable to the teachers in the classroom.

This requires close communication and coordination with the school district. Additionally, we will analyze academic programming and provided assistance to the Site Coordinators/Schools to ensure that student needs are being met and providing clear pathways to post-secondary readiness.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Consistent with prior year processes, Longview ISD convened meetings of stakeholders with representatives including teachers, administrators, parents, students, business representatives, university and community college personnel, and community-based organization members in order to evaluate the existing partnerships and community resources currently being utilized by each school/center location. An evaluation of student performance metrics from respective schools was conducted, and the performance data was cross-referenced with available resources

Stakeholder meetings identified available out-of-school time services for each respective campus. All campuses provide some type of school-sponsored tutorials. In addition, students at most campuses have access to some type of recreational activity, yet no more than two days per week. These include community service, recreational sports and faith-based activities. These activities are available at some of the campuses; however, others are offered at locations some distance from the schools. Many students are unable to participate due to the distance from the school and a lack of suitable transportation. It was noted that community resources continue to fail to provide opportunities in the areas of accelerated instruction, technology, fine arts, leadership, conflict resolution, family involvement, family training/education, and college and career awareness/readiness.

LISD synthesized the recommendations and compared the needs to its existing areas of expertise. Several key elements continue to emerge in the following areas:

- academic assistance: academic skill development, academic intervention, student engagement, computer and technology literacy, engineering design and processing, and accelerated instruction in mathematics and science

- enrichment: computer gaming and technology, cultural awareness, and leadership training

- family and parental services: technology literacy, school improvement planning, college awareness, and environmental awareness

- college and workforce readiness: career counseling, college admissions, college visits, critical thinking, time management, and college readiness

Included in the needs analysis of each site was an evaluation of the demographics of each school. Priority continues to be given to schools with a high percentage of economically disadvantaged students and schools who are in the greatest need of improved academic achievement. As part of the needs assessment, several critical trends were identified in the schools included in the project.

Longview ISD has a high percentage (74.2%) of economically disadvantaged students. The populations of these schools have changed, and with the implementation of the STAAR test, fewer students are now meeting the states expectations for academic achievement. The comprehensive needs assessment revealed the AA and H subgroups were significantly weak in Reading." Texas Academic Performance Reports reveal that only the 68% 4th grade(H) and 61%(AA) students meeting the standard in Reading while 86% of Anglo students met standards. This pattern continues throughout the grade levels. The 21st CCLC/Texas ACE program will offer extended opportunities for these students to receive additional academic enrichment supports such as tutoring, help with homework, and additional wraparound services that will further enhance the success of our students. District-wide, there are high percentages of at-risk students, who include LEP, and students who have been retained. Early intervention is the best way to ensure that these schools are able to make the transition to serving the changing populations of their schools.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will use the Project Based Learning (PBL) approach adopted by the Buck Institute for Education (bie.org). Students will participate in a dynamic classroom approach and actively explore real world problems and challenges using hands on and innovative methods. This approach along with incorporating 21st century skills will equip students with the necessary tools for the workforce. All Center staff will be trained on these strategies and participate in quarterly professional development sessions facilitated by the Project Director and provided by the University of Texas at Tyler.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Senior volunteers will not be used.

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Longview ISD will develop a plan for sustainability that leverages funding from at least four sources. These four sources will include existing school budgets (general funds, state compensatory funds, and Title funds), business and community support funding, pay-for-service funding as well as additional grant funding. LISD will work to find ways to allocate existing school district budgets to the continuation of the Community Learning Centers. We believe that these Centers will become an integral part of the school and critical to continued school success. Further, we believe that the success of the Center will become an integral part of the school community.

We intend to work at communicating the successes of the Center. As such, we believe that the community and businesses will be more than willing to contribute to the continuation of the Centers. Additionally, we recognize that the level of funding provided by the grant is significant, and continuation of the same level of service will require funding from a variety of sources. We intend to develop an on-going evaluation of the return on investment of each activity and service provided by the Centers. Those activities that are the least cost effective would then be transitioned to a fee-for-service model.

Year 1: Identifying components of afterschool grant that can be reasonably transitioned.
Year 2: Identify major stakeholder, community and industry that will support program.
Year 3: Collaborate with adjunct sites or feeder schools not under grant to start program on limited/pay schedule.
Year 4: Identify successful components, refine program with stakeholder investment and fee schedule and open an additional site.
Year 5: Identify requirements to be successful with community backing and move into additional sites.

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TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the CCLCs are targeted to serve at-risk and low socio-economic students this also entails reaching out to the African-American and Hispanic communities. We have found the best outreach tools to reach these populations at the local level to be: (and also to become Advisory Council Members)
The Longview Area Inter-Denominational Ministerial Alliance (LAMIA)
The Longview Clergy Coalition (LCC)
The Longview Chapter of the NAACP—Education Committee
My Brother's Keeper
Hope For Youth
The Paisanos of East Texas
Other outreach sources and longstanding educational partners of LISD include
the Longview Economic Development Corporation (LEDCO)
The Longview Parent/Teacher's Organization (PTO)
Kilgore College
LeTourneau University
The UT-Tyler Ingenuity Center
Eastman Chemical Company

CCLC organizational plans are:
A CCLC will be located at three middle school campuses and one high school campus. All five elementary feeder schools will be served at one of the middle school main campuses and one high school feeder will attend the high school campus. We have determined that the needs of each campus are unique and that a diversified approach will better serve our populations. In addition, we feel this will save on transportation costs in busing students from one campus to another. We also feel this will increase parent participation in that the parent will feel more comfortable and more committed to working with teachers connected to their children and who are better aware of the child's needs.

Each CCLC will have a paid campus coordinator and designated teaching staff. Each CCLC will have a campus Advisory Committee to address the needs of that particular campus. Designated members of the Campus CCLC will also serve on the District CCLC Advisory Board. These members will include parents, business partners, community leaders, and educational leaders drawn from the organizations noted above.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will visit each site at least monthly to perform observations and discuss with the Site Coordinator and/or principal concerns, ideas and opportunities. They will meet monthly with central administration to discuss challenges that need to be addressed at a level higher than campus administration.

The Project Director, Family Engagement Specialist and Site Coordinators will meet weekly to discuss enrollment, performance goals, current issues, and upcoming activities. An agenda will be provided by the Director to guide the meeting. Minutes will be taken, transcribed, and disseminated each week. Enrollment and Attendance updates will be provided to Site Coordinators to ensure goals are met.

The Project Director will review data from Tx21st on a weekly basis, and confer with the Site Coordinators at weekly grant implementation meetings. During these meetings, attendance, student grades, discipline and parental involvement, as well as survey data are the main topics of discussion. Survey data is collected regularly from stakeholders and this data is used to formulate needed changes in programming, which are detailed in the weekly minutes of the meeting. Additionally, campus discipline is documented in a secure project discipline log, and student data for reporting is maintained in an offline database.

The Project Director and Site Coordinators will monitor staff development. Staff development decisions will be based on data from observations, campus staff and administration, and student and parent survey data. A record of employees' professional development is maintained by the Project Director. We will attend the state conference and regional trainings. Center Staff for the program will attend monthly updates on STEM, Project Based Learning, Classroom Management and other relevant topics, in addition to weekly campus team updates.

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Judson Middle School		
9 digit campus ID#	092903043	Distance to Fiscal Agent (Miles)	5
Grade Levels to be served (PK-12)	4-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	340
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Bramlette Elementary	Johnston-McQueen Elementary		
9 digit Campus ID #	092903121	092903123		
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Forrest Park Middle School		
9 digit campus ID#	092903041	Distance to Fiscal Agent (Miles)	5
Grade Levels to be served (PK-12)	4-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	340
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	South Ward Elementary	J.L. Everhart Elementary		
9 digit Campus ID #	092903124	092903122		
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Foster Middle School		
9 digit campus ID#	092903042	Distance to Fiscal Agent (Miles)	5
Grade Levels to be served (PK-12)	4-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	245
Number of Adults (parent/ legal guardians only) to be served:	30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Ware Elementary			
9 digit Campus ID #	092903125			
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Longview High School		
9 digit campus ID#	092903001	Distance to Fiscal Agent (Miles)	5
Grade Levels to be served (PK-12)	9-10		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Longview Early Education			
9 digit Campus ID #	092903004			
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:

9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center staff will actively recruit all students into the program. In addition, we recognize that the students who need the most help are often the students who are overlooked. Because of this, we identify the students who are the most in need and design activities that appeal to their particular interests and needs. LISD will identify students by use of data granted to us by the campus, Administrative meetings, student grades, and benchmarks.

These activities are designed to improve academic performance and increase 21st century skills. Focus groups will be established to identify students of high need. Moreover, these activities were the direct result of focus groups with students identified as high need.

We will compliment services already provided by the district by filling in gaps according to student needs.
LISD will work with the school Centers to develop and employ a multi-faceted approach to recruitment and retention monitoring. Regular student interest surveys will be conducted so that high interest, high student engagement activities can be developed. We believe that successful recruitment and retention depends heavily on activity programming. Activities must be simultaneously of interest to students and parents and meet students' academic needs. Additionally, many students at each of the campuses are unable to participate in all areas of interest. For instance, some students have interests in music and choosing this course of study precludes them from other areas of interest such as technology, art, robotics, or physical education.

The Centers will evaluate student interests and compare these interests to in-school day course offerings. The goal is to provide opportunities for activities not available to students through the regular school curriculum. Furthermore, because some students are required to receive accelerated/remedial instruction in order to address academic deficiencies, these students are constrained by scheduling and therefore unable to participate in unique and engaging school activities/units of study.

By providing these activities after school, these students have the opportunity to build a positive school perception. In order to recruit and retain family members, the Centers deploy several similar strategies to those described above, with the additional focus on disseminating information. The Centers utilize the Family Engagement Specialist, the district's automated parent telephone communication system, Center Websites, mail and e-mail distributions and local media to ensure that parents are informed about activity offerings. Additionally, the Centers host opportunities for students to exhibit their work or performance to parents and community members. These events are utilized as parent communication conduits. Site personnel provide informational literature to parents as they arrive to pick up students.

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TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At a minimum, each Center will operate Monday through Thursday for at least three (3) hours following the end of the regular school day. Each Center will operate for a minimum of thirty (30) weeks during the regular school year. It is anticipated that the Centers will exceed this number in order to maintain consistency of operation for the community and the transportation department. Respective Center stakeholders will help determine the final schedule, but it is conceivable that each Center would be open every school day, Monday through Thursday.

Based information from other 21st century grant holders, we believe that starting the first day of school is critical to the success of the program. By starting on the first day of school, we establish consistent routines and expectations with students and parents. Each school has agreed to ensure that center operations begin on the first day of school and they have agreed to help aggressively recruit students into the programs beginning with their parent/student start of year induction activities

Each Center will operate a summer camp schedule of at least 4 hours per day, Monday through Thursday, for six (6) weeks, four of which will be consecutive. Most of the schools in the program operate alternate hours during the summer where administration is available only Monday through Thursday. Programming will focus on academic enrichment activities.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the safety of students, will seek certified administrators for Site Coordinators who are trained to ensure student safety. Our research has led us to the conclusion that many grantees hire Site Coordinators with much less background and training in public school in order to reduce cost. We believe that the increased salary of our Site Coordinators is an investment both in improved programming and improved safety.

As part of the Cycle 7 and 8 grants, the University of Texas at Tyler Ingenuity Center has developed a procedures manual that is followed by all sites. This manual addresses all aspects of the grant and is aligned with the Blueprint. As part of this manual, the UTTIC has developed procedures to ensure student safety. These procedures are also aligned to school operations in order to ensure that parents and students are familiar and comfortable with procedures. The University of Texas will serve as a mentor for LISD CCLCs and will help formulate policies and procedures specific to our needs.

The Site Coordinator will develop policies and procedures to ensure student safety. Much of the policies will be similar to school-day procedures and protcols. Parents will be required to enter the building and sign their students out if they are to leave during programming. All students sign in at the beginning of every class, and students must sign out when they are checked out of programming early. If a student leaves the class for any reason (such as going to the restroom), the students must carry a pass, and the hallways are actively monitored by center personnel. Students must also sign when they get on the school bus to leave the site for home. In the event a child is too young to sign their name, a staff member may do it for them.

As part of our ongoing training and professional development, CPR and first aid training will be provided to all teachers/tutors in the program. Staff involved in physical activity are trained in warning signs for heat related illness, and students are closely monitored to ensure their safety. Access to a school nurse and emergency personnel further work to ensure the safety of students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School-based mentoring that builds relationships for students and endures past a minimal time period has been shown to have positive results on students (Wheeler, 2010). Because the majority of delinquency occurs in the hours at the end of the school day (Thornberry, 1995), a program that gets at risk students into a supervised situation can be immediately successful, as the opportunities for misbehavior are decreased (Jackson, 2002). School and afterschool programs also provide the benefit of developing a safe adult network and healthy adult interactions and relationships (Cullen, 1994). The research points to juveniles with positive interactions with responsible adults having an increased likelihood of staying out of the juvenile justice system (Keating, 2006). In addition to providing a solid role model as an example of acceptable adult behavior, after school programs also provide the consistency of time. Jackson (2002) reported that when delinquent students participated in programs with college student mentors over a time-intensive period their parents reported significant improvement in behavior. DuBois and Silverthorn (2005) report the longitudinal study using a nationally representative sample of adolescents showed that students with a significant time investment in mentoring show greater outcomes and participants who did not. After school provides intervention in an optimal location and a timely fashion. The research on after school also provides for a best practices roadmap to ensure solid design.

Komosa Hawkins (2009) states that students who are at risk must be targeted and actively recruited. Project Based Learning, which is a staple of the UT Tyler ACE program, is also recommended and will be adopted by LISD 21st CCLC programs. Cullen (1999) reports that in addition to general guidance, programming that promotes personal growth and social responsibility will strengthen outcomes for students. Providing a vehicle for students to set goals and make plans for the future also has an impact. In evaluations of 55 programs, DuBois (2002) showed that strong programs provide a strong adult bond, collaborative planning, career education, and student voice. Solid identification of students, frequency of contact, ongoing training for mentors, structured activities and family involvement are further measures reported to have strong positive effects on student outcomes (Dubois in pres). It is upon this roadmap that Longview ISD will build the mentor intervention component.

In keeping with best practices, the at-risk mentoring program will occur a minimum of two times a week for a minimum of 45 minutes. Topics that strengthen soft skills and 21st-century skills, as well as project-based learning and service learning will be the focus of the curriculum. Participants will be identified based on frequency and severity of office referrals. Mentors will attend weekly meetings with Site Coordinator's to review student progress and plan collaboratively as well as attend monthly training sessions to increase mentoring skills. Participating student metrics will be monitored, individual progress will be highlighted, and support will be provided in the transition from the school day. Mentors will work with the Family Engagement Specialist and the Parent Liaison to ensure parental involvement when possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Community Learning Center activities will be based around the Texas ACE Four Component Activity Guide. Each activity will fall into one of the four components. These are designed to ensure improvement of academic achievement by educating the whole child. Activities falling under the heading of academic assistance will be designed to target areas of need for students and will be based on student achievement data and the projections of upcoming STAAR tests. Center personnel will review student performance data and design project-based activities to address standards of greatest need. Enrichment activities will be designed to improve academic achievement through the improvement of social skills and academic skills and content. Leadership training, conflict resolution training and community service will be embedded into activities designed around student interest. Planned staff to student ration is 10 to 1, except in large class venues like physical activities

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness. Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. Longview ISD will provide students with access to college and career counselors as well as expose students to a college-going culture. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

Each Center will utilize a variety of objective data sources to design and implement Center activities. Teachers will use the districts' data analysis software such as the DMAC system to analyze student performance data at the campus, teacher and student level. These data will be used to determine areas of need for academic enrichment, acceleration and remediation. Data from these systems are disaggregated from numerous sources, including state STAAR tests, district benchmarking tests, curriculum assessments and teacher-developed assessments. Teachers and Center personnel will also evaluate state TAPR reports such as completion rates, attendance rates, drop-out rates, and demographics to ensure that Center activities are meeting the needs of the students.

In addition to student academic performance data, Center personnel will use the districts' student management systems to evaluate ongoing attendance and discipline data. These data will be communicated to teachers and activity designers to ensure that student needs are met in these areas as well.

Center personnel will also regularly conduct student interest surveys and parental interest surveys. The goal of the Center's activities is to balance student needs with student wants.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist: The Family Engagement Specialist (FES) is a full-time (40 hours per week) position. The Family Engagement Specialist role is to implement research-based strategies and develop new strategies to engage families in after school programming.

All positions are provided with weekly job-embedded professional development led by the Project. Additionally, all positions will attend regional and state conferences and training.

The FES is also part of the weekly team meetings that include the Project Director and the Site Coordinators. These meetings are designed to provide ongoing professional development for center staff as well as analyze student and family data. The Family Engagement Specialist will be a full time (40 hours per week) position funded entirely by the grant.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LISD will developed a number of innovative family engagement strategies to recruit significant numbers of family members. With these strategies in place, LISD hopes to see a drastic change in parental involvement with Hispanic, LEP, and at risk students.

The Family Engagement Specialist will schedule monthly meetings with Site Coordinators to discuss campus parent engagement needs and activities. The FES will stay up to date with research on Family Engagement and share information in a timely manner with Project Director and Site Coordinators. The FES will create and send out Parent Interest Surveys at the beginning of the year in order to assess needs and interest, in order for classes and events to be created accordingly. The FES will help coordinate monthly parent events and parent classes reflective of parent interest surveys. The FES will assist Site Coordinators with creating a Parent Resource Center that include parenting tips, quick parent handouts on numerous topics, where to find community resources such as PATH, Bethesda clinic, and workforce solutions. The FES will create parent information handouts on a wide variety of topics such as homework, cyberbullying, parent conferences, keeping calm under pressure and college funding. Additionally, FES will create and keep an online resource space with information pertaining to parenting topics an ideas for Site Coordinators and Parent liaisons.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 092903	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family and Parental Support Services will be designed to engage family members in the students' learning process. These will include adult education classes that will improve parents' abilities to assist students with academic endeavors. Examples are adult literacy, English language learners, computer literacy, and college awareness.

Activities falling under the heading of College and Workforce Readiness will be designed to improve academic achievement by helping students develop and achieve goals, manage time, and improve study skills. Parent programs will be designed to improve their skills in literacy and technology and also in supporting their children's academic success. This includes college and career awareness, homework assistance, and literacy. We will also have parent/children programming so that parents and students can work on activities together in order to build the skills of helping students at home.

In order to achieve "students' and families' active participation and engagement in learning" the Centers will continue to develop innovative instructional practices. In order to achieve "students' and families' increased sense of involvement in school," the Centers will continue to use data-driven decision making to ensure that activities are tailored to the needs of the students and family participants. The Centers will continue to provide adult advocacy programs to improve the sense of a college-going culture. In order to achieve the "use of assessment data to revise/evaluate student services," the LISD will continue to provide high quality, high engagement professional development for teachers and administrators at the host sites. These professional development sessions will be focused on topics such as: disaggregation of student performance data, the use of data to project changes in school and school culture, driving classroom decisions with data, etc.

LISD will provide each Center with a space at each campus for adult classes and family engagement activities. By hosting these classes at the schools, we are able to develop a positive perception of the school in the parents and the community. Our research has led us to the understanding that many of the parents of students in the program did not have a positive experience in school, and they retain many of those feeling today. Furthermore, they pass on these poor perceptions to their children. By hosting these positive classes at the school, we have been able to mitigate the effects of poor past experiences and replace them with positive perceptions. We have in the past attempted to hold classes at alternate sites, but the schools often represent the most accessible locations as they are often neighborhood school in close proximity to many of the families.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 092903	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 092903		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 092903		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 092903	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **12**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☒	No nonprofit students participating: ☒	No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 092903	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☒ Public school	☐ Private nonprofit school	☐ Neutral site
☐ Other (specify):		

Designated Times

☐ Regular school day	☐ Before school day	☒ After school day
☒ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.
☐ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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